CC502: Plato and Augustine

# Introduction to Political Philosophy and “The Two Cities”

## Module Introduction:

In this module you will be introduced to the major themes that inform the Christian and Classical studies program. Topics covered include “The Great Conversation,” the benefits of a liberal arts education, the perennial “quarrel” between philosophy and poetry, political regimes, the heavenly and the earthly cities, and the Platonic soul.

## Module Objectives:

Upon completing this module you should be able to

* explain the benefits of a liberal arts education;
* summarize the historical quarrel between philosophy and poetry;
* list and define the six possible political regimes and the ancient titles to rule;
* describe the distinguishing features of “The Two Cities” and
* define ethics, politics, and virtue.

# The Republic: Books 1-3

## Module Introduction:

In this module you enter Plato’s *Republic*. You are introduced to the main interlocutors – Socrates, Glaucon, and Adeimantus as well as important secondary characters such as Cephalus, Polemarchus, and Thrasymachus. Three definitions for justice are offered up and all argued to be deficient. Socrates begins to educate his pupils and us through the logos (logic) and mythos (story) that one must follow in the pursuit of justice.

## Module Objectives:

Upon completing this module you should be able to:

* Identify *The Republic’s* main interlocutors and important, secondary characters;
* Summarize the three definitions of justice and explain their deficiencies;
* Explain the necessity of the “noble lie” to politics;
* Describe the Platonic soul and its significance to the structure of the text.

# The Republic: Books 4-5

## Module Introduction:

In this module you move past the two cities thus far built by the logos, having found justice in neither. You are introduced to the cardinal virtues, wisdom, courage, moderation, and justice and the characteristics of the philosopher. Socrates suggests that there is another city yet to be considered, however to get there one must “swim” over three “waves” of ridicule. The idea of the philosopher as king is considered.

Module Objectives: Upon completing this module you should be able to

* describe the nature of democracies;
* list and define the cardinal virtues; and
* summarize the three, ridiculous “waves” one must “swim” over en route to the just city.

# *The Republic*: Books 6-7

## Module Introduction:

In this module you will reflect further upon the character traits of the philosopher and are introduced to Socrates’ theories on how we understand (epistemology) the nature of reality (ontology) by considering the metaphors of “the line” and “the cave.”

## Module Objectives:

Upon completing this module you should be able to

* describe “the divided line” (Book VI) and its significance to the Platonic understanding of reality; and
* explain the allegory of the cave (Book VII) and its significance to a Platonic education.

# ***The Republic*: Books 8-10**

## Module Introduction:

In this module you will reflect further upon the nature of democracies and consider the decline of political regimes that ultimately gives rise to the tyrant. Your focus will providentially be turned toward the heavens where, “perhaps”, there is a pattern for the just city.

## Module Objectives:

Upon completing this module you should be able to

* summarize the decline of the political orders;
* explain the thematic significance of this degeneration to the structure of the text;
* outline the ten books of *The Republic* and
* explain how the mythos (story) advances the logos (argument) of the dialogue.

# *The City of God*: Books 11,15, and 18

## Module Introduction:

In this module you will read Saint Augustine’s account of the origin, history and ultimate destination of the heavenly and earthly cities. You will trace the parallel courses of the city of man and the city of God from the creation account to the end of the world.

## Module Objectives:

Upon completing this module you should be able to

* summarize the key events, characters, and themes that comprise the doctrine of the two cities;
* describe the distinguishing features of the earthly and heavenly cities; and
* explain the practical significance of this doctrine for a 21st Century Christian.

# The City of God: Book 19

Module Introduction:

In this module you will read Saint Augustine’s account of the end of the two cities. The Bishop of Hippo expounds on that which leads to peace and discord between the cities and the vanity of seeking happiness and perfection in this mortal life. You will also consider Vergil’s anticipation of a coming divine hero by reading his Fourth Eclogue.

## Module Objectives:

Upon completing this module you should be able to

* compare and contrast the heavenly and the earthly cities and
* explain the relevance of these themes in light of the objectives of this course and
* the outcomes of the MACCS program.

CC504: Aeschylus and Aristotle

# Course Overview, Aeschylus’ *Prometheus Bound*, Sophocles’ *Oedipus the King*, Aristotle’s *Poetics*

## Module Introduction:

In this module you will gain insight into the effects the hermeneutical quarrel between philosophy and poetry has had on western philosophy, literary criticism, and biblical interpretation. You will consider the Aristotelian genres that frame the entire cosmos of man’s imagination with particular attention given to tragedy through a reading of Aeschylus’ *Prometheus Bound* and Sophocles’ *Oedipus the King*.

## Module Objectives:

Upon completing this module you should be able to

* articulate the hermeneutical implications of “the quarrel;”
* explain the ancient understanding of the nature of the soul along with the relationship of the theater to the political order;
* list the defining characteristics of Aristotle’s poetic genres; and
* identify pre-figurations of Christ in the works of Aeschylus and Sophocles.
* Aristophanes’ *Clouds*, Plato’s *Apology*, Euripides’ *The Bacchae* and *Hippolytus*

## Module Introduction:

In this module you will trace the origin and development of the quarrel between poetry and philosophy through a reading of *Clouds* by Aristophanes followed by Plato’s *Apology of Socrates*. You will also continue to follow the trajectory of tragedy through the transgression of limits in Euripides’ *The Bacchae* and the hostility of the gods in his dark drama *Hippolytus.*

## Module Objectives:

Upon completing this module you should be able to

* explain the causal factors behind the poetry/philosophy quarrel;
* cite the charges brought against Socrates;
* discuss the civic significance of the themes of *The Bacchae*; and
* compare and contrast Euripides’ portrayal of the relationship between mortals and immortals with the Christian vision.

# The Nicomachean Ethics, Books I-V

## Module Introduction:

In this module you begin The Nicomachean Ethics. You will follow Aristotle’s reasoning as he addresses the perennial questions: What is the object or aim (telos) of life? What is happiness? Virtue? How should man live? You will reflect on Aristotle’s masterful doctrine of the mean in Book II and conclude the week’s instruction in the center of the book with a treatise on Justice.

## Module Objectives:

Upon completing this module you should be able to

* summarize and explain Aristotle’s reasoning and method in defining the purpose of life and the highest good for man.
* You should also be able to articulate the doctrine of the mean and how Aristotle’s vision of virtue (*arête*) finds its ultimate fulfillment in Christ.

# The Nicomachean Ethics, Books VI-X

## Module Introduction:

In this module you will consider the intellectual virtues, the modes of thought, and the type of life that Aristotle considers to be the highest. You will learn the philosopher’s position on the nature, types, and grounds of friendship, the best political regime, and the value and benefits of education.

## Module Objectives:

Upon completing this module you should be able to

* articulate the defining attributes of the intellectual virtues,
* explain the benefits of friendship to the individual and the polis,
* compare and contrast the political regimes, and
* summarize the value of education to the civic project.

# The Politics, Books 1-4

## Module Introduction:

In this module you take the logical step from Aristotle’s *Nicomachean Ethics* to *The Politics* – as ethics diagnoses the nature and state of the soul, and politics offers the soul’s remedies. You will follow the philosopher’s reasoning as he argues for the natural order, and therefore necessity, of the most fundamental partnership between a man and a woman to the orderly structure of the household and ultimately the political concord of the city.

## Module Objectives:

Upon completing this module you should be able to

* categorize and explain the nature of the partnerships and types of rule that lead to the ultimate political good – justice.
* You should also be able to list the six, possible political regimes and summarize the defining attributes and political consequences of each.

# The Politics, Books 5-8

## Module Introduction:

In this module you will delve more deeply into Aristotle’s teaching on the regimes and consider the philosopher’s argument for which is the best. You will also learn the factors that preserve and destroy the regimes and the relevance of this material to the Church. You conclude your study of politics with a masterful treatise on education.

Module Objectives:

Upon completing this module you should be able to

* defend Aristotle’s ranking of the regimes based upon classical, political philosophy;
* justify the importance of understanding the preservation of the regimes to ecclesiastical order; and
* articulate the purpose and value of education to the wellbeing of the city.

# The Art of Rhetoric; Augustine’s Confessions Books I-V

## Module Introduction:

In this module you will read *The Art of Rhetoric*. As with all Aristotelian pursuits, you begin with a purpose in mind. You will then learn the types of proof and modes of persuasion that the philosopher argues are necessary to achieve the desired end of your communications. This module ends with an introduction to Saint Augustine’s *Confessions*; and you will accompany Augustine through his early years of restlessness, become familiar with the influential people and seminal events that shaped his adolescent years, and conclude with his studies in Carthage.

## Module Objectives:

Upon completing this module you should be able to

* expound upon the purpose and applications of rhetoric, especially for the Christian;
* list and define the three types of speeches and their respective proofs; and
* recall relevant details from Augustine’s early life.

# Confessions, Books VI-XIII; Exam

## Module Introduction:

In this module you accompany the prodigal Augustine from Carthage to Milan, read of his life-altering meeting with Ambrose, his disillusionment with the Manichees and Neo-Platonists, his inspiring conversion, his grief over loved ones lost, and finish his *Confessions* with a brilliant reflection on memory.

## Module Objectives:

Upon completing this module you should be able to

* summarize the key themes and pivotal events in Augustine’s life;
* identify and articulate the logos of the work; and
* successfully complete this course’s comprehensive exam.

CC602: Aquinas and Machiavelli

# Historical Overview; Plato's Symposium

## **Module Introduction:**

In this module you are given a brief introduction to the course texts and their historical contexts. Various, cultural definitions of "love" are considered along with the geo-political consequences of ideas and the socio-ecclesiatical repercussions of the Reformation. You begin with Plato’s *Symposium*, in which you will consider various Hellenistic visions and approaches to love. You will view the concept of the erotic, not in a modern, banal, or spurious sense, but through a classical, literary, and philosophic lens. As you listen in on the voices and speeches of Plato’s *Symposium*, you will hear familiar echoes of the quarrel between philosophy and poetry.

## **Module Objectives:**

Upon completing this module you should be able to

* summarize the competing visions of love put forth in the *Symposium* speeches, categorizing them according to “the quarrel,” i.e.
  + Which are the more poetic?
  + Which are more philosophic?
  + Which seem to offer a synthesis?

# Symposium

Module Introduction:

In this module you will continue to follow the logos (logic) and mythos (storyline) of Plato’s *Symposium*. You meet up with Socrates at the chiastic center of the work and are fittingly treated to the most philosophic and erotic speech on love.

## **Module Objectives:**

Upon completing this module you should be able to

* define “the erotic” from a Socratic perspective and
* articulate any parallels between the “ladder of love” as taught by Diotima and the man’s yearnings toward God and immortality.

# Bernard of Clairvaux's On Loving God

## **Module Introduction:**

In this module you encounter the lyrical and mystical *On Loving God* by Bernard of Clairvaux. You will witness St. Bernard’s attempts at what is a ubiquitous theme in the Christian and Classical studies program – The synthesis of classical and Christian philosophy and belief.

## **Module Objectives:**

Upon completing this module you should be able to

* articulate the ways in which Bernard synthesizes the classical and Christian visions of love with particular attention being paid to the “ladder of love” in earlier accounts as compared and contrasted to Bernard’s Four Degrees.
* You should be able to draw parallels from Bernard’s hierarchy of values with those of previous voices in “the conversation.”

# Thomas Aquinas: Selections

## **Module Introduction:**

In this module you begin reading selections from one of the Church’s most influential, philosophic, and prolific theologians, Saint Thomas Aquinas. You will recognize clear connections with the teachings of Aristotle as Thomas contributes to the synthesis of classical reason and Christian faith.

## **Module Objectives:**

Upon completing this module you should be able to

* articulate the influences that Aristotle had on Aquinas’ philosophy and epistemology by comparing and contrasting the classical and Christian approaches to truth.

# Thomas Aquinas: Selections

## **Module Introduction:**

In this module you reflect further upon the writings of Aquinas including selections from his *Summa Contra Gentiles*, *Summa Theologiae*, and his treatise on law. While Thomas continues to reflect Aristotelian constructs, he ultimately transcends “the philosopher” by expounding the theological virtues.

## **Module Objectives:**

Upon completing this module you should be able to

* summarize the five Thomistic proofs for the existence of God,
* define the four types of law, and
* identify Aristotelian influences on Thomas’ teachings regarding civic virtue and responsibility.

# Machiavelli's The Mandrake Root

## **Module Introduction:**

In this module you will grapple with the thoughts of the man that many point to as the founder of modernity, Niccolo Machiavelli. You begin by reading *The Mandrake Root*, one of the most popular plays of the middle ages, in which Machiavelli sets out to first discredit and then redefine the classical and Christian traditions.

## **Module Objectives:**

Upon completing this module you should be able to

* summarize the socio-political terrain that shaped Machiavelli’s thoughts and writings and
* explain the conceptual parallels between Machiavelli, Luther, and Columbus.

# Machiavelli's The Prince

## **Module Introduction:**

In this module you read *The Prince*, Machiavelli’s clarion call to leaders of the future who, if desiring success, must learn to elicit love while instilling fear, maintain power by any and all means, and most charmingly “use cruelty well.”

## Module Objectives:

Upon completing this module you should be able to

* reference the ideas and authors of “the conversation” that Machiavelli set out to dismantle and
* articulate the ways in which Machiavelli influences Western thought and anticipates modernity.

# Hobbes' Leviathan; Shakespeare's Henry V; Final Exam

Module Introduction:In this module you read *Leviathan* and observe how Hobbes develops a new anthropology and approach to civic order based upon Machiavelli’s premise that there is nothing above “the line.”  A glimmer of hope is offered as you finish with Shakespeare’s vision for godly leadership as chronicled in his *Henry V*.

Module Objectives:Upon completing this module you should be able to

* Explain how how Hobbes advances the Machiavellian project and
* cite the ways that Henry V embodies Shakespeare's vision of the ideal Christian king, compared and contrasted to Machiavelli's Prince.

Dante and Milton

## Module 1 Course Introduction; Genre Theory; Aristophanes' *Frogs*, *Peace*, and *Birds*

**Module Introduction** In this module you will take a comprehensive look at the four literary genres initially proposed in Aristotle’s *Poetics* and further developed by Dr. Louise Cowan. You will consider the hermeneutical and subsequent cultural effects that these basic stances of poetry and gestures of the soul had on Europe in the wake of the Reformation. You will also become better acquainted with the founding father of comedy, Aristophanes, and his three plays that helped define the tripartite cosmos of the comedic, *Frogs*, *Peace*, and *Birds*.

**Module Objectives** Upon completing this module you should be able to…

* Articulate the defining attributes of comedy and tragedy
* Explain how the genres shape and influence a nation’s culture
* Summarize the plot elements of Aristophanes’ *Frogs*, *Peace*, and *Birds*

## Module 2 Introduction to Dante; *Inferno*

**Module Introduction** In this module you will consider the historical backdrop against which Dante composed his *Commedia*, including the continuous political and ecclesiastical feuds that so fractured Italy along with the subsequent shifts of power that ultimately sent Dante into the exile that would inform his poetry. You will begin the first leg of the pilgrim’s journey through the afterlife, *Inferno*, and become acquainted with one of the best-known couples in Hell, Francesca and Paolo.     **Module Objectives** Upon completing this module you should be able to…

* Discuss the significance of the theme of “exile” to the *Commedia*
* Cite examples of Dante’s attempts at synthesizing the Classical and Christian traditions
* Describe the geography of *Inferno* along with it’s system of punishment and some of it’s most infamous inhabitants

## Module 3 *Inferno*; Introduction to *Purgatorio*

**Module Introduction** In this module you will continue your journey to the lowest depths of Dante’s cosmos, witnessing along the way the increasing gravity of sin and the just punishments, emblematic of their offenses, that have been everlastingly decreed. From the frozen abyss, your path takes an upward trajectory toward the next leg of the journey, *Purgatorio*.

**Module Objectives** Upon completing this module you should be able to…

* Describe the levels and circles of Hell
* Explain the “justice” of Inferno and cite examples of punishments fitting the crimes
* Defend the premise that Dante’s work was an early call for Church reform
* Recall the introductory events encountered on the way to Mount Purgatorio

## Module 4 *Purgatorio*

**Module Introduction** In this module you will continue you journey up the seven terraces of Mount Purgatorio as you witness the habitation of virtues through the beholding of images. The gravity of Inferno has been replaced by certain levity as you hear singing for the first time. Beatrice replaces your guide, Virgil, and you grow ever lighter the higher you ascend, as successive “P’s” fall from your forehead.

**Module Objectives** Upon completing this module you should be able to…

* Compare and contrast the terrain and features of *Purgatorio* and *Inferno*
* Explain the methodology of purgation
* Recall key personalities and their significance to the *Commedia*

## Module 5 *Paradiso*

**Module Introduction** In this module you rise ever higher through the realm of the spheres, gaining greater insights into the cardinal and pure virtues as you near the journey’s end. You switch guides for the last time as the Christian mystic, Bernard of Clairvaux takes over for Beatrice and leads you on past the Empyrean to the Celestial Rose and ultimately to the glorious and sublime beatific vision.

**Module Objectives** Upon completing this module you should be able to…

* Summarize the pilgrim’s journey from *Purgatorio* through *Paradiso*
* Describe the realm of the spheres with their respective virtues
* Discuss Dante’s purpose for writing the *Commedia* and defend whether the poem hits its intended mark

## Module 6 Milton's *Paradise Lost*

**Module Introduction** In this module you will reflect upon how the epic, in general, determines a nation’s culture and how *The Divine Comedy* and *Paradise Lost*, specifically, helped to shape the Italian and English collective souls. Having just attained Paradise with the pilgrim, Dante, you must relinquish it now due to “…Man’s first disobedience…” as Milton so imaginatively rehearses through his heroic verse.

**Module Objectives** Upon completing this module you should be able to…

* Articulate ways in which a poet influences culture
* Cite specific ways that Protestantism and Catholicism interact with the literary genres
* Summarize key events through Book Five of *Paradise Lost*

## Module 7 *Paradise Lost*

**Module Introduction** In this module you give further audience to the “God-gifted organ voice of England,” as Tennyson described Milton. From the thematically significant center of the poem you’ll witness Satan’s nine-day fall into Hell, his subsequent deception in the garden, Adam and Eve’s tragic decision, and the redemption and hope of Man prophesied.

**Module Objectives** Upon completing this module you should be able to…

* Summarize key events from Books Six through Twelve in *Paradise Lost*
* Cite literary allusions to other “voices” in the “conversation” throughout Milton’s work
* Discuss the theological significance of the freedom of the will

## Module 8 Shakespeare's *King Lear*; *The Tempest*; Final Exam

**Module Introduction** In this module you are offered an answer to Socrates’ hoary musing at the end of the *Symposium* whether the same man could write both tragedy and comedy. Shakespeare, working with the same raw materials (fathers, daughters, storms, kingdoms, and fraternal rivalry), composes the tragic divestitures of *King Lear* and the comedic restoration of Prospero in *The Tempest.*

**Module Objectives** Upon completing this module you should be able to…

* Summarize the key players, themes, and plot elements in *King Lear* and *The Tempest*
* Compare and contrast the tragic and comedic conventions in each text
* Draw conceptual parallels with other works read in the MACCS
* Successfully complete the course exam

Thucydides and Tocqueville

## Module 1 Thucydides: The Peloponnesian War Books 1 and 2

 Module Introduction In this module you will reflect upon the foundations of Liberty – where we get our understanding of the concept and the types of freedom that exist. You are introduced to the structure and methodology of Thucydides’ history of the Peloponnesian war - an approach which Cicero considered a treatise on rhetoric; Hobbes, a moral philosophy. Further consideration is given to the nature of democracies in motion (kinesis) and the greatest state of motion – war, along with the contrasting characteristics of the Athenian and Spartan regimes.

**Module Objectives** Upon completing this module you should be able to…

Compare and Contrast the types of freedom

* Explain Thucydides’ approach to history
* Summarize how the Helladic and Persian conflicts set the stage for the Peloponnesian war
* Describe the defining attributes of the Athenian and Spartan regimes

## Module 2 Thucydides: The Peloponnesian War Books 3 and 4

 Module Introduction In this module you will witness the war between the Athenians and Spartans rage on along with the positioning and re-positioning of allies to both camps. You will listen in on more of the speeches that constitute the backbone of this book, including the best-known rhetorical address of the period– Pericles’ Funeral Oration. Finally you will read of the Athenians’ tragic rejection of the Spartan’s offer of peace, as the Athenians continue to do what democracies do best – act impetuously and always grasp for more.

**Module Objectives** Upon completing this module you should be able to…

* Identify the rhetorical aims of various speakers
* Cite references to the recurring themes of “justice” and “necessity” throughout the featured speeches
* Analyze the historical significance of Pericles’ funeral oration
* Defend whether or not there is “cosmic support for justice”

## Module 3 Thucydides: The Peloponnesian War Books 5 and 6

 Module Introduction In this module you will follow multiple battles as the Peloponnesian war grinds on from years 3 to 10. As the plague returns to Athens and accounts of natural disasters surface that seem to synchronize with pivotal battle decisions, you are asked to consider if there is cosmic support for justice. You will also become reacquainted with a guest from Plato’s Symposium, Alcibiades – an understudy of Socrates, whose philosophic bent and cosmopolitan soul make him completely intolerable to the Athenian demos.

**Module Objectives** Upon completing this module you should be able to…

* Explain the role “chance” or “fortune” plays in planning for war
* Summarize how empires are formed…and deteriorate
* Articulate the character traits and actions of Alcibiades that made him both irresistible and intolerable to the Athenian demos

## Module 4 Thucydides: The Peloponnesian War Books 7 and 8; Epilogue

 In this module you will trace the ill-fated Sicilian campaign and the subsequent events that led to the demise of the Athenian regime. Further consideration is given to the two “poles” of the ancient world as articulated by Herodotus, as well as the possibilities of the perennial cities, Athens and Sparta, and how the collapse of the Greek city states set the stage for one whose project would be to transcend the particulars of Grecian geography and establish a global, “cosmopolitan” civilization.

**Module Objectives** Upon completing this module you should be able to…

* Summarize the pivotal events and discuss the key personalities of the Peloponnesian War
* Describe the socio-political dynamics that tend to drive democracies to tyrannies
* Explain the importance of the polis to virtue

## Module 5 Shakespeare's The Merchant of Venice; Luther's The Freedom of a Christian

 Module Introduction In this module you delve into two texts that illuminate the massive themes of Law and Grace. Attention is first given to Shakespeare’s Merchant of Venice in which sharp contrasts are drawn between the demands and “bonds” of justice and the law as opposed to the liberality and forgiveness bestowed by mercy and grace. You finish with Luther’s “The Freedom of a Christian” in which you’ll learn the terms “freedom” and “servant” are not antithetical.

**Module Objectives** Upon completing this module you should be able to…

* Identify occurrences of law and grace through the words and deeds of Shakespeare’s characters
* Draw biblical parallels between the key themes and events in The Merchant of Venice
* Discuss how the Reformation made Western democracy possible
* Explain how a Christian can be both free and in servitude

Module 6 Tocqueville's Democracy in America

 In this module you will get acquainted with Alexis de Tocqueville and learn how his heritage informed his political sensibilities and subsequent approach to Democracy in America. You will also consider how the shifting political landscapes of 17th and 18th century Europe tilled the philosophic “soil” for the seeds of a new school of thought: Political Science.

**Module Objectives** Upon completing this module you should be able to…

* Summarize how Tocqueville’s background shaped his worldview
* Explain how the Enlightenment made possible modern political science
* Discuss how the “origins” of America shaped its national ethos
* Articulate how Tocqueville’s view of origins shaped his approach to politics

## Module 7 Tocqueville's Democracy in America

 In this module you will examine more closely the nature and tendencies of democracies. By demanding not only equality of means, but also of results, democracies become the breeding grounds of mediocrity and are consequently intolerant of excellence or those who pursue it. An in-depth study of the safeguards of democracy – including the township system, civic associations, and a free press – is also covered.

**Module Objectives** Upon completing this module you should be able to…

* Explain how Democracies tend toward relativism
* Discuss the benefits of local township governance
* Expound upon Tocqueville’s insistence that an “enlightened” and “virtuous” citizenry was necessary to fulfill the Founders’ vision for America
* List and Explain some of the safeguards of democracy

## Module 8 Tocqueville; Hawthorne's The Scarlet Letter; Final Exam

 Module Introduction In this module you will reflect further upon Tocqueville’s thesis: Democracies, while boasting freedom, are fraught with perils and can only succeed amidst a virtuous citizenry. You finish this course with a reading of Hawthorne’s The Scarlet Letter, in which the tensions between law and grace are revisited and the benefits of a poetic imagination are exalted!

**Module Objectives**Upon completing this module you should be able to…

* Define Tocqueville’s terms “habits of the heart” and “mores”
* Identify descriptions or attributes of American society observed by Tocqueville that are no longer true today and Defend your position
* Explain why “The Custom-House” is a critical chapter in understanding Hawthorne, the writer and The Scarlet Letter, his project.
* Evaluate the accuracy and fairness of Hawthorne’s treatment of Puritan New England portrayed in The Scarlet Letter

## Module 1 Course Introduction; The Federalist Papers; Lincoln

 Module Introduction In this module you will consider the founding of the American republic and reflect on how the Founders addressed many of the perennial issues of “the great conversation,” including liberty, justice, law, virtue, the nature of the soul, and the tendencies of democracies. You will also consider how Lincoln used the power of words to re-imagine the republic after the Civil War.

**Module Objectives:** Upon completing this module should be able to...

* Identify key themes that you have learned throughout this degree program.
* Justify the inclusion of the Federalist Papers and the Lincoln speeches in this curriculum.
* Summarize the significance of these themes in light of “the great conversation.”

## Module 2  Nietzsche

 Module Introduction In this module you will encounter the tragic vision and philosophy of Friedrich Nietzsche – a man whose writings and worldview were a natural extension of the teachings of Machiavelli and Hobbes and greatly influenced 20th Century, post-modern atheism.

**Module Objectives:** Upon completing this module should be able to...

* Explain how Nietzsche advances the Machiavellian and Hobbesian projects.
* Describe the ways in which Nietzsche anticipates 20th Century post-modernism.

## Module 3 The Brothers Karamazov: Books 1-3

 Module Introduction In this module you will meet Fyodor Karamazov, his sons Dmitri, Ivan, and Alyosha, and other pivotal characters such as Smerdyakov and Father Zosima. As you get to know these characters - how they think and what they believe - you will begin to draw parallels with authors, characters, and ideas from previous readings in this program.

**Module Objectives**: Upon completing this module should be able to...

* Summarize key events in Dostoevsky’s life that may have influenced his writing.
* Identify similarities in the Russian view of suffering and the comedic trajectory of scripture, i.e. suffering then glory.
* Predict ways in which The Brothers Karamazov will animate and illustrate some of the key themes of the MACCS curriculum.

## Module 4 The Brothers Karamazov: Books 4-6

 Module Introduction In this module you will gain valuable insight into Dostoevsky’s representative vision of the Russian approach to Christianity and the role of suffering. You will also read the thought provoking, brilliantly conceived, and theologically challenging poem of Ivan’s, “The Grand Inquisitor.”

**Module Objectives:** Upon completing this module should be able to...

* Identify and summarize key themes from “the great conversation.”
* Analyze Dostoevsky’s use of the word “lacerations,” and infer its significance in light of the novel’s themes and unfolding plot.
* Explain the theological significance of “The Grand Inquisitor,” especially in light of the temptation, crucifixion and resurrection narratives in the gospel of Matthew.

## Module 5 The Brothers Karamazov: Books 7 and 8

 Module Introduction In this module you will reflect further on the Russian soul and Dostoevsky’s theology as you see Alyosha’s faith challenged and Dmitri’s life begin to unravel.

**Module Objectives:** Upon completing this module should be able to...

* Identify and summarize key themes from “the great conversation.”
* Summarize some basic tenets of Father Zosima’s (Dostoevsky’s) Christianity.
* Explain the theological significance of Grushenka’s “Onion” folktale reference and Alyosha’s vision of Father Zosima.

## Module 6 The Brothers Karamazov: Books 9 and 10

 Module Introduction In this module you will witness Dmitri’s torments increasing as all of the circumstantial evidence has pointed to him. At the same time, you will catch glimmers of hope for the future in the words and actions of various children – a ubiquitous theme throughout the novel.

**Module Objectives:**Upon completing this module should be able to identify and summarize key themes from “the great conversation.”

## Module 7 The Brothers Karamazov: Books 11 and 12

 Module Introduction  In this module you will hear a confession, attend a trial, and witness a “miscarriage of justice.” You will also glimpse the glory that can follow suffering, if you maintain, like Dostoevsky, a comedic imagination!

**Module Objectives**: Upon completing this module should be able to...

* Identify and summarize key themes from “the great conversation.”
* Support with evidence from the text that Dmitri embodies both tragic and comedic gestures of the soul.
* Explain the significance of the recurring themes of children and the young in the novel.

## Module 8 The Brothers Karamazov: Epilogue; Final Paper

 Final week In this module you will complete the last course lecture, catch up on required readings, and compose your final paper. Be sure to consult the grading rubric in Module 0. Familiarity with this rubric may benefit the composition of your paper.

Dostoevsky & Nietzsche

## Module 1 Course Introduction; The Federalist Papers; Lincoln

 Module Introduction In this module you will consider the founding of the American republic and reflect on how the Founders addressed many of the perennial issues of “the great conversation,” including liberty, justice, law, virtue, the nature of the soul, and the tendencies of democracies. You will also consider how Lincoln used the power of words to re-imagine the republic after the Civil War.

**Module Objectives**: Upon completing this module should be able to...

* Identify key themes that you have learned throughout this degree program.
* Justify the inclusion of the Federalist Papers and the Lincoln speeches in this curriculum.
* Summarize the significance of these themes in light of “the great conversation.”

## Module 2  Nietzsche

 Module Introduction In this module you will encounter the tragic vision and philosophy of Friedrich Nietzsche – a man whose writings and worldview were a natural extension of the teachings of Machiavelli and Hobbes and greatly influenced 20th Century, post-modern atheism.

**Module Objectives:** Upon completing this module should be able to...

* Explain how Nietzsche advances the Machiavellian and Hobbesian projects.
* Describe the ways in which Nietzsche anticipates 20th Century post-modernism.

## Module 3 The Brothers Karamazov: Books 1-3

 Module Introduction In this module you will meet Fyodor Karamazov, his sons Dmitri, Ivan, and Alyosha, and other pivotal characters such as Smerdyakov and Father Zosima. As you get to know these characters - how they think and what they believe - you will begin to draw parallels with authors, characters, and ideas from previous readings in this program.

**Module Objectives:** Upon completing this module should be able to...

* Summarize key events in Dostoevsky’s life that may have influenced his writing.
* Identify similarities in the Russian view of suffering and the comedic trajectory of scripture, i.e. suffering then glory.
* Predict ways in which The Brothers Karamazov will animate and illustrate some of the key themes of the MACCS curriculum.

## Module 4 The Brothers Karamazov: Books 4-6

 Module Introduction In this module you will gain valuable insight into Dostoevsky’s representative vision of the Russian approach to Christianity and the role of suffering. You will also read the thought provoking, brilliantly conceived, and theologically challenging poem of Ivan’s, “The Grand Inquisitor.”

**Module Objectives:** Upon completing this module should be able to...

* Identify and summarize key themes from “the great conversation.”
* Analyze Dostoevsky’s use of the word “lacerations,” and infer its significance in light of the novel’s themes and unfolding plot.
* Explain the theological significance of “The Grand Inquisitor,” especially in light of the temptation, crucifixion and resurrection narratives in the gospel of Matthew.

## Module 5 The Brothers Karamazov: Books 7 and 8

 Module Introduction In this module you will reflect further on the Russian soul and Dostoevsky’s theology as you see Alyosha’s faith challenged and Dmitri’s life begin to unravel.

**Module Objectives:** Upon completing this module should be able to...

* Identify and summarize key themes from “the great conversation.”
* Summarize some basic tenets of Father Zosima’s (Dostoevsky’s) Christianity.
* Explain the theological significance of Grushenka’s “Onion” folktale reference and Alyosha’s vision of Father Zosima.

## Module 6 The Brothers Karamazov: Books 9 and 10

 Module Introduction In this module you will witness Dmitri’s torments increasing as all of the circumstantial evidence has pointed to him. At the same time, you will catch glimmers of hope for the future in the words and actions of various children – a ubiquitous theme throughout the novel.

**Module Objectives:**Upon completing this module should be able to identify and summarize key themes from “the great conversation.”

## Module 7 The Brothers Karamazov: Books 11 and 12

 Module Introduction  In this module you will hear a confession, attend a trial, and witness a “miscarriage of justice.” You will also glimpse the glory that can follow suffering, if you maintain, like Dostoevsky, a comedic imagination!

**Module Objectives:** Upon completing this module should be able to...

* Identify and summarize key themes from “the great conversation.”
* Support with evidence from the text that Dmitri embodies both tragic and comedic gestures of the soul.
* Explain the significance of the recurring themes of children and the young in the novel.

## Module 8 The Brothers Karamazov: Epilogue; Final Paper

 Final week In this module you will complete the last course lecture, catch up on required readings, and compose your final paper. Be sure to consult the grading rubric in Module 0. Familiarity with this rubric may benefit the composition of your paper.